



Child and Adolescent Development Matrix

Part 1

Birth to Age 4

The first portion of the matrix focuses on what happens after birth — during infancy (ages 0-2) and the beginning of early childhood (ages 2-3). Use this portion of the tool to understand

- Developmental milestones that may affect future stages.
- The role of caregivers in these stages of development.
- When to seek advice if you think a child is missing major milestones.
- How to support healthy development in a school setting, beginning at age 3.

The matrix includes numerous, short age breakdowns to reflect the rapid changes between birth and age 4.

Infancy: 0-3 Months

Physical	Social and Emotional	Cognitive	When to Seek Advice
<ul style="list-style-type: none">✓ Rapid height and weight gain✓ Reflexes: sucking, grasping✓ Lifts head✓ Responds to sounds by blinking, startling, crying✓ Shows growing ability to follow objects and to focus	<ul style="list-style-type: none">✓ Concerned with satisfaction of needs✓ Smiles in response to caregiver's voice✓ Prefers primary caregiver to stranger	<ul style="list-style-type: none">✓ From birth, infant begins to "learn" with eyes, ears, hands, etc.✓ Vocalizes sounds (coos)✓ Smiles when faces evoke memories of pleasure	<ul style="list-style-type: none">✓ Sucks poorly and feeds slowly✓ Doesn't follow objects with eyes✓ Doesn't respond to loud sounds✓ Doesn't grasp and hold objects✓ Doesn't smile at the sound of the primary caregiver's voice
Caregiver Interaction			
<ul style="list-style-type: none">✓ Allows for self-soothing (infant sucks fingers/pacifier, etc.)✓ Places toys nearby so infant can reach for them✓ Practices tummy time, increasing the amount of time slowly as muscles get stronger	<ul style="list-style-type: none">✓ Picks up infant when distressed✓ Gently rocks/bounces infant✓ Makes eye contact with infant	<ul style="list-style-type: none">✓ Interacts with infant by talking, smiling, singing, etc.	



Child and Adolescent Development Matrix

Infancy: 3-6 Months

Physical	Social and Emotional	Cognitive	When to Seek Advice
<ul style="list-style-type: none">✓ Rolls over✓ Holds head up when held in sitting position✓ Lifts knees, makes crawling motions✓ Reaches for objects	<ul style="list-style-type: none">✓ Smiles and laughs socially✓ Responds to tickling✓ Begins to distinguish own image in mirror from others' images	<ul style="list-style-type: none">✓ Has recognition memory for people, places and objects✓ Uses both hands to grasp objects✓ Exhibits visual interests✓ Joins with caregiver in paying attention to labeling objects and events (4-6 months)	<ul style="list-style-type: none">✓ Doesn't hold head up✓ Doesn't coo, make sounds or smile✓ Doesn't respond to sounds or turn head to locate sounds✓ Doesn't roll over in either direction✓ Not gaining weight
Caregiver Interaction			
<ul style="list-style-type: none">✓ Helps infant "practice" sitting✓ Encourages floor time on a blanket for rolling and reaching	<ul style="list-style-type: none">✓ Responds to fears and cries by holding, talking and reassuring	<ul style="list-style-type: none">✓ Talks and plays with infant	



Child and Adolescent Development Matrix

Infancy: 6-12 Months

Physical	Social and Emotional	Cognitive	When to Seek Advice
<ul style="list-style-type: none">✓ Sits alone✓ Feeds self finger foods; holds own bottle (6-9 months)✓ Crawls, pulls up, and walks with support (9-12 months)✓ Baby teeth begin to emerge	<ul style="list-style-type: none">✓ Indicates preference for primary caregivers✓ May cry when strangers approach (stranger anxiety)✓ Shows signs of separation anxiety✓ Repeats performances for attention (9-12 months)✓ Drops objects on purpose for others to pick up (10-12 months)	<ul style="list-style-type: none">✓ Finds objects hidden repeatedly in one place, but not when moved✓ Plays peekaboo✓ Has recall memory for people, places and objects (9-12 months)✓ Imitates speech sounds✓ Says da-da and ma-ma and knows who these people are (10-12 months)✓ Uses preverbal gestures to communicate (by 12 months)	<ul style="list-style-type: none">✓ Doesn't smile or demonstrate joy✓ Unable to sit without support✓ Doesn't follow objects with both eyes✓ Doesn't actively reach for objects✓ Doesn't look at or react to familiar caregivers✓ Doesn't babble✓ Shows no interest in playing peekaboo (by 8 months)
Caregiver interaction			
<ul style="list-style-type: none">✓ Provides toys with moving parts that stay attached✓ Lets the child turn pages of a book during reading time	<ul style="list-style-type: none">✓ Encourages and supports sitting✓ Encourages self-feeding✓ Makes space safe for crawling and walking	<ul style="list-style-type: none">✓ Views sharp discipline, scolding and verbal persuasion as helpful✓ Discipline consists of redirecting to different activity✓ Holds and cuddles baby✓ Names objects when baby points to something	



Child and Adolescent Development Matrix

Infancy: 12-18 Months

Physical	Social and Emotional	Cognitive	When to Seek Advice
<ul style="list-style-type: none">✓ Walks alone✓ Manipulates small objects with improved coordination✓ Drinks from a cup with a lid and uses a spoon✓ Builds tower of two blocks✓ Removes hat, socks and shoes	<ul style="list-style-type: none">✓ Extends attachment for primary caregivers to the world; seems in love with the world and wants to explore everything✓ Recognizes image of self in mirrors✓ Engages in solitary or parallel play✓ Fears heights, separation, strangers and surprises	<ul style="list-style-type: none">✓ Begins to show intentional behavior, initiates actions (drops, throws, shakes, bangs)✓ Is curious about everything around him or her✓ Sorts toys and other objects into groups✓ Understands object permanence — realizes objects exist when out of sight and will look for them✓ Says first words (mama, dada, doggie, bye-bye)	<ul style="list-style-type: none">✓ Doesn't respond to name✓ Unable to finger feed✓ Not gaining weight✓ Flat affect (no smiling)✓ Not interested in play such as peekaboo✓ Not taking steps✓ Cannot hold spoon✓ Doesn't look at pictures in book
Caregiver Interaction			
<ul style="list-style-type: none">✓ Encourages exploration✓ Ensures safe environment for new walkers✓ Encourages self-dressing and undressing	<ul style="list-style-type: none">✓ Applauds child's efforts✓ Interprets new or unfamiliar situations✓ Provides opportunities to play alongside peers✓ Soothes when child shows fear	<ul style="list-style-type: none">✓ Talks to child in simple, clear language about things going on in the environment✓ Celebrates the use of new words✓ Provides toys like blocks to encourage building	



Child and Adolescent Development Matrix

Infancy: 18-24 Months

Physical	Social and Emotional	Cognitive	When to Seek Advice
<ul style="list-style-type: none">✓ Runs and walks up steps✓ Can help get undressed✓ Drinks from a cup✓ Eats with a spoon✓ Scribbles spontaneously✓ Loves to practice new skills✓ Makes tower of four blocks	<ul style="list-style-type: none">✓ Likes to hand things to others as play✓ May have temper tantrums✓ Shows affection to familiar people✓ Plays simple pretend, such as feeding a doll✓ Explores alone but with caregiver close by	<ul style="list-style-type: none">✓ Begins to make two-word combinations that mean something✓ Imitates words readily and understands a lot more than he or she can say✓ Shows memory improvements, understands cause and effect; experiments to see what will happen✓ Begins to sort shapes and colors	<ul style="list-style-type: none">✓ Cannot walk✓ Doesn't speak at least six words✓ Doesn't imitate actions or words✓ Cannot push a wheeled toy✓ Doesn't follow simple instructions✓ Doesn't notice or mind when a caregiver leaves or returns
Caregiver Interaction			
<ul style="list-style-type: none">✓ Encourages use of forks, spoons and drinking from cups✓ Sets aside time for drawing and coloring✓ Provides safe environment to run around (outside or inside)✓ Encourages self-dressing	<ul style="list-style-type: none">✓ Sets appropriate limits✓ Assists child in coping with range of emotions✓ Supports new friendships and experiences✓ Provides areas for pretend play such as a kitchen✓ Responds to wanted behaviors more than disciplining unwanted behaviors	<ul style="list-style-type: none">✓ Provides opportunities to choose✓ Uses new vocabulary and encourages imitation✓ Provides puzzles and sorting toys	



Child and Adolescent Development Matrix

Early Childhood: 2-3 Years

Physical	Social and Emotional	Cognitive	When to Seek Advice
<ul style="list-style-type: none">✓ Has developed sufficient muscle control for toilet training✓ Is highly mobile — skills are refined✓ Uses spoon to feed self✓ Throws and kicks a ball✓ Disassembles simple objects and puts them back together✓ Has refined eye-hand coordination — can do simple puzzles, string beads, stack blocks	<ul style="list-style-type: none">✓ Has difficulty sharing✓ Has strong urges and desires, but is developing ability to exert self-control✓ Wants to please parents but sometimes has difficulty containing impulses✓ Displays affection, especially for caregiver✓ Initiates own play activity and occupies self✓ Is able to communicate and converse✓ Begins to show interest in peers	<ul style="list-style-type: none">✓ Is capable of thinking before acting✓ Explores language ability — becomes very verbal✓ Enjoys talking to self and others✓ Loves to pretend and to imitate people around him or her✓ Enjoys creative activities — e.g., block play, art✓ Thinks through and solves problems in head before acting (has moved beyond action-bound stage)	<ul style="list-style-type: none">✓ Cannot run, jump or hop✓ Cannot feed self with spoon✓ Doesn't speak in simple sentences that use normal word order✓ Doesn't enjoy make-believe games✓ Doesn't spontaneously show affection for familiar playmates✓ Doesn't express a wide range of emotions✓ Doesn't separate easily from primary caregiver✓ Doesn't object to major changes in routine
Caregiver Interaction			
<ul style="list-style-type: none">✓ Sings, plays and dances with children✓ Sets aside time for outside play✓ Plans meet-ups with child's friends so child can play with others	<ul style="list-style-type: none">✓ Encourages independence and provides guidance with self-care (dressing, hand washing, etc.)✓ Allows independent play and peer play time✓ Doesn't overreact to child's impulse behavior; just redirects	<ul style="list-style-type: none">✓ Provides opportunities for children to make choices✓ Counts objects and identifies colors✓ Encourages creativity	



Child and Adolescent Development Matrix

Early Childhood: 3-4 Years

Age 3-4	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Milestones	<ul style="list-style-type: none">✓ Continues to run, jump, throw and catch with better coordination✓ Walks up and down stairs, one foot on each step✓ Rides tricycle✓ Uses scissors✓ Can button and lace✓ Eats and dresses independently with supervision✓ Uses toilet or potty-chair; bladder and bowel control are usually established	<ul style="list-style-type: none">✓ Emotional self-regulation improves✓ Understands taking turns and sharing✓ Self-conscious emotions become more common✓ Forms first friendships✓ Shows concerns for a crying friend✓ May get upset with major changes in routine	<ul style="list-style-type: none">✓ Asks “why” questions — believes there’s a reason for everything and wants to know it✓ Engages actively in symbolic play — has strong fantasy life, loves to imitate and role-play✓ Speech can be understood by others✓ Should be able to say about 500 to 900 words✓ Understands some number concepts✓ Converses and reasons✓ Is interested in letters✓ Scribbles in a more controlled way — is able to draw circles, recognizable objects
Room Setup/ Environment	<ul style="list-style-type: none">✓ Sleeping spaces appropriate for age; may include cribs or nap mats✓ Materials out and available so students can exercise some independence✓ Visual charts at student eye level✓ Appropriately sized furniture and materials	<ul style="list-style-type: none">✓ Diverse areas where a student can go to be by themselves if needed✓ Small play areas where students can pretend play✓ Areas where students can begin to learn to share and build friendships	<ul style="list-style-type: none">✓ Provide developmentally appropriate and culturally diverse books✓ Provide sensory tables like sand and water to allow students to practice writing, drawing and experimenting by using their fine motor skills✓ Post letters, colors and numbers throughout the room



Child and Adolescent Development Matrix

Age 3-4	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Activities	<ul style="list-style-type: none">✓ Continue to supervise carefully as children this age are becoming more independent, but actions can exceed their true abilities✓ Provide outside activities where students can run, jump and hop✓ Provide gym activities where students can throw and kick balls	<ul style="list-style-type: none">✓ Teachers work individually to help child acquire developmental skills✓ Keep a consistent schedule to develop security	<ul style="list-style-type: none">✓ Read to children to develop vocabulary and syntax✓ Give clear instructions and boundaries to develop respectful behaviors
Involving Families	<ul style="list-style-type: none">✓ Provide family events that include sensory experiences for learning and developing coordination like sand, mud, finger paints, puzzles✓ Encourage families to use a variety of materials at home with their child	<ul style="list-style-type: none">✓ Encourage families to build their child's self-reliance through independent activities at home✓ Support child's need for gradual transitioning. <i>Example:</i> Provide warning of changes so child has time to shift gears: "We're leaving in 10 minutes"✓ Encourage families to maintain household routines and schedules	<ul style="list-style-type: none">✓ Encourage reading and singing to build vocabulary✓ Point out colors and numbers in everyday conversation
When to Seek Advice	<ul style="list-style-type: none">✓ Falls often or has trouble with stairs✓ Drools or has very unclear speech✓ Doesn't use sentences of more than three words✓ Can't work simple toys (e.g., pegboards, simple puzzles, turning handles)✓ Doesn't make eye contact✓ Doesn't play pretend or make-believe✓ Doesn't want to play with other children or with toys✓ Lashes out without any self-control when angry or upset		



Child and Adolescent Development Matrix

Part 2

The remainder of the matrix involves children of the ages that could be attending your 21st CCLC program. Use this portion of the tool to understand

- Milestones to be watching for.
- Elements to support healthy development in an out-of-school time setting, including room/environment setup, ideas around appropriate activities and involvement of families.
- When to seek advice if you have concerns about a child's development.

(School Age) Early Childhood: 4-6 Years

Age 4-6	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Milestones	<ul style="list-style-type: none">✓ Has refined muscle development and is better coordinated, so the child can learn new skills✓ Has improved finger dexterity — ties shoes, draws more complex picture, writes name✓ Climbs, hops, skips and likes to do stunts; gross motor skills increase in speed and endurance	<ul style="list-style-type: none">✓ Plays cooperatively with peers✓ Shows enhanced capacity to share and take turns✓ Displays independence✓ Protects self and stands up for rights✓ Identifies with parents and likes to imitate them✓ Often has “best friends”✓ Likes to show adults what he or she can do✓ Is continually forming new images of oneself based on how others view him or her	<ul style="list-style-type: none">✓ Is developing longer attention span✓ Understands cause-and-effect relationships✓ Engages in more dramatic play and is closer to reality; pays attention to details✓ Is developing increasingly more complex and versatile language skills✓ Expresses ideas, asks questions, engages in discussions✓ Speaks clearly✓ Is able to draw representative pictures✓ Knows and can name family members and friends✓ Has an increased understanding of time



Child and Adolescent Development Matrix

Age 4-6	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Room Setup/ Environment	<ul style="list-style-type: none">✓ Arrange room to create learning centers✓ Have objects such as blocks, manipulatives and sensory materials	<ul style="list-style-type: none">✓ Greet children by name as they enter your program, and say “goodbye and have a good day” or “good night” when they leave✓ Make eye contact and smile at each child✓ Clearly define guidelines for behavior expectations, and post visual reminders where children can see them✓ Use positive language when you explain expectations, such as “respect yourself and others around you at all times” instead of “no hitting”✓ Showcase the performance of children	<ul style="list-style-type: none">✓ Media should be limited, as this age of development includes exploration and discovery✓ Post words in different languages around the room✓ Post words with definitions around the room✓ Allow children to design or personalize part of the space
Activities	<ul style="list-style-type: none">✓ Provide ample time for active play that may include running, climbing, and gross motor skill activities✓ Practice writing name✓ Have drawing time	<ul style="list-style-type: none">✓ Give children opportunities to work as a group toward a common purpose✓ Work on sharing and taking turns✓ Provide opportunities for “show and tell” or allow students to present projects✓ Talk about words like “friendship,” “respect” and “bully/bullying”✓ Allow time for talking about feelings and learning to listen to others	<ul style="list-style-type: none">✓ Provide ample time for passive play that may include puzzles, reading, art, dramatic play and manipulative play (where children manipulate objects in various ways)✓ Increase time spent on language skills



Child and Adolescent Development Matrix

Age 4-6	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Involving Families	<ul style="list-style-type: none">✓ Encourage physical activity with supervision	<ul style="list-style-type: none">✓ Applaud child's efforts✓ Reinforce good behavior and achievements✓ Encourage child to express feelings and emotions✓ Use time-out for unconstructive behavior	<ul style="list-style-type: none">✓ Encourage exploration✓ Interpret new or unfamiliar situations✓ Give child chances to make choices
When to Seek Advice	<ul style="list-style-type: none">✓ Poor muscle tone or motor coordination✓ Poor pronunciation; incomplete sentences (separate from different dialects of English, which have structure and complexities you might be unfamiliar with)✓ Cognitive delays such as inability to concentrate✓ Inability to play cooperatively, lacking in curiosity, disinterest in engaging in imaginative and fantasy play✓ Social immaturity: unable to share or negotiate with peers; is overly bossy, aggressive or competitive✓ Attachment problems: overly clingy, forms superficial attachments, either shows too little distress (even relief) or overreacts when separated from caregiver✓ Excessive fear or anxiety; night terrors✓ Lack of impulse control; shows little ability to delay gratification✓ Exaggerated response (tantrums, aggression) to even mild stressors✓ Enuresis (wetting oneself), encopresis (soiling oneself) or self-stimulating behaviors like rocking or head-banging		



Child and Adolescent Development Matrix

Middle Childhood: 6-9 Years

Age 6-9	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Milestones	<ul style="list-style-type: none">✓ Gradual replacement of primary teeth by permanent teeth throughout middle childhood✓ Fine motor skills: writing becomes smaller and more legible; drawings become more organized and detailed and start to include some depth✓ Gross motor skills: can dress and undress alone; organized games with rough-and-tumble play become more common	<ul style="list-style-type: none">✓ May have a special friend✓ Likes action on television✓ Enjoys books and stories✓ May argue with other children but shows cooperation in play with a particular friend✓ Self-concept includes identifying own personality traits and comparing self with others✓ Becomes more responsible and independent✓ Still obeys adults to avoid trouble✓ Can adapt ideas about fairness to fit varied situations✓ Emotional intelligence is developing: self-awareness and understanding of own feelings, empathy for the feelings of others, regulation of emotion, delay of gratification	<ul style="list-style-type: none">✓ Thought becomes more logical, can categorize objects and ideas✓ Can focus on more than one characteristic of concrete objects✓ Attention becomes more selective and adaptable✓ Can use rehearsal and organization as memory strategies✓ Vocabulary increases rapidly✓ Makes the transition from “learning to read” to “reading to learn”✓ Carries on long conversations
Room Setup/ Environment	<ul style="list-style-type: none">✓ Use outdoor areas or gymnasium to encourage use of gross motor skills✓ Provide areas for art to practice drawing, writing, fine motor skills, etc.✓ Provide access to musical instruments	<ul style="list-style-type: none">✓ Set up room so students are in small groups✓ Design activities that allow all students to experience success✓ Post guidelines for behavior around the room	<ul style="list-style-type: none">✓ Text- and art-rich environment✓ Culturally diverse books✓ Variety of reading materials (books, magazines, comics, maps, various online sources)✓ Vocabulary words posted around the room



Child and Adolescent Development Matrix

Age 6-9	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Activities	<ul style="list-style-type: none">✓ Gymnastics✓ Field days✓ Sports/outside activities✓ Music	<ul style="list-style-type: none">✓ Develop small groups and switch members at times for children to meet and participate with a variety of people✓ Focus on students' accomplishments to help build self-esteem✓ Be kind and compassionate through emotional outbursts	<ul style="list-style-type: none">✓ Work in teams and encourage conversation/listening✓ Set aside reading time
Involving Families	<ul style="list-style-type: none">✓ Engage in fun activities together✓ Facilitate involvement in child's school	<ul style="list-style-type: none">✓ Express affection for child; recognize accomplishments✓ Help child develop a sense of responsibility — ask child to help with household tasks such as setting the table✓ Make clear rules and stick to them✓ Praise child for good behavior	<ul style="list-style-type: none">✓ Talk with child about school, friends and things to look forward to in the future✓ Encourage child to think about consequences before acting✓ Support child in taking on new challenges



Child and Adolescent Development Matrix

Age 6-9	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
When to Seek Advice (Age 6-11)	<ul style="list-style-type: none">✓ Low self-esteem✓ Acts sad and/or nervous much of the time✓ Aggressive much of the time (hits, fights, curses, breaks or throws objects)✓ Poor impulse control✓ Difficulty concentrating or sitting still✓ Scapegoated or ignored by other children✓ Poor grades✓ Doesn't respond to positive attention/praise✓ Seeks adult approval/attention excessively✓ Suspicious/distrustful of adults; doesn't turn to adults for help/comfort✓ Little frustration tolerance; difficult to engage and keep interested in goal-directed activity✓ Inability to adapt behavior to different social settings✓ Doesn't understand that a person's identity remains the same regardless of outward changes (e.g., costume)✓ Can't understand concepts of space, time and dimension✓ Can't differentiate real from pretend✓ Can't understand the difference between behavior and intent (e.g., thinks breaking a lamp is equally bad, whether done on purpose or accidentally)		



Child and Adolescent Development Matrix

Late Childhood/Early Adolescence: 9-12 Years

Age 9-12	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Milestones	<ul style="list-style-type: none">✓ Girls' adolescent growth spurt begins✓ Gross motor skills are better coordinated (running, jumping, throwing, catching, kicking, batting, and dribbling)✓ Reaction time improves, which contributes to motor skill development✓ Fine motor skills improve; depth cues are evident in drawings through diagonal placement, overlapping objects, and converging lines	<ul style="list-style-type: none">✓ Self-esteem rises✓ Distinguishes between effort and luck as causes of successes and failures; can become critical of others quickly✓ Has adaptive set of strategies for regulating emotion✓ Peer groups emerge✓ Friendships are based on the pleasure of sharing through activities or time spent together✓ Sibling rivalry tends to increase	<ul style="list-style-type: none">✓ Planning improves✓ Can apply several memory strategies at once✓ Long-term knowledge base grows in size and organization✓ Improves in cognitive self-regulation (monitoring and directing progress toward a goal)✓ Grasps double meanings of words as reflected in comprehension of metaphors and humor✓ Improved understanding of complex grammatical constructions✓ Conversational strategies become more refined
Room Setup/ Environment	<ul style="list-style-type: none">✓ Use outdoor areas or gymnasium to encourage use of gross motor skills✓ Provide areas for drawing, writing, math, etc.	<ul style="list-style-type: none">✓ Set up room so students are in small groups✓ Design activities that allow all students to experience success	<ul style="list-style-type: none">✓ Create a text- and art-rich environment✓ Culturally diverse set of reading materials



Child and Adolescent Development Matrix

Age 9-12	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Activities	<ul style="list-style-type: none">✓ Sports/outdoor activities✓ Field days✓ Free time to draw	<ul style="list-style-type: none">✓ Develop small groups and switch members at times for children to meet and participate with a variety of people✓ Focus on students' accomplishments to help build self-esteem✓ Be kind and compassionate through emotional outbursts	<ul style="list-style-type: none">✓ Consider second language introduction/continuation✓ Memory games✓ Creative writing✓ Debates
Involving Families	<ul style="list-style-type: none">✓ Talk with child about normal physical and emotional changes of puberty	<ul style="list-style-type: none">✓ Encourage child to respect other people✓ Spend quality time listening to child and talking about accomplishments and possible challenges✓ Be affectionate and honest with child	<ul style="list-style-type: none">✓ Help child develop own sense of right and wrong✓ Talk with child about risky behaviors and situations, peer pressure, etc.



Child and Adolescent Development Matrix

Age 9-12	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
When to Seek Advice (Age 6-11)	<ul style="list-style-type: none">✓ Low self-esteem✓ Acts sad and/or nervous much of the time✓ Aggressive much of the time (hits, fights, curses, breaks or throws objects)✓ Poor impulse control✓ Difficulty concentrating or sitting still✓ Scapegoated or ignored by other children✓ Poor grades✓ Doesn't respond to positive attention/praise✓ Seeks adult approval/attention excessively✓ Suspicious/mistrustful of adults; doesn't turn to adults for help/comfort✓ Little frustration tolerance; difficult to engage and keep interested in goal-directed activity✓ Unable to adapt behavior to different social settings✓ Doesn't understand a person's identity remains the same regardless of outward changes (e.g., costume)✓ Can't understand concepts of space, time and dimension✓ Can't differentiate real from pretend✓ Can't understand the difference between behavior and intent (e.g., thinks breaking a lamp is equally bad regardless of whether on purpose or an accident)		



Child and Adolescent Development Matrix

Middle Adolescence: 12-15 Years

Age 12-15	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Milestones	<ul style="list-style-type: none">✓ Period of rapid skeletal and sexual maturation✓ Preoccupation with body image✓ Acne may appear✓ Boys ahead of girls in endurance and muscular strength✓ Rapid growth may mean large appetite but less energy✓ There's a wide variation in beginning and completion of puberty (body hair, increased perspiration and oil production in hair and skin)✓ Bodies continue to mature	<ul style="list-style-type: none">✓ Critical of adults; annoyed by younger siblings; may be described as "obnoxious to live with"✓ Wants unreasonable independence✓ Dramatizes and exaggerates own positions; has many fears, worries and tears✓ Resists any show of affection✓ Often moody; anger is common; resents being told what to do; rebels at routines✓ Intense interest in teams and organized, competitive games; considers membership in clubs important; has whole gang of friends✓ Girls show more interest in opposite sex than boys do✓ Recognizes that differences exist between and within groups✓ May experience prejudice, discrimination, or bias due to ethnicity, poverty, etc.	<ul style="list-style-type: none">✓ Thrives on arguments and discussions; challenges adults✓ Increasingly able to memorize, think logically; engage in introspection✓ Can plan realistically for the future; may have interest in earning money✓ Is critical of own artistic products✓ Interested in world and community; may read a great deal✓ Needs to feel important and believe in something✓ Social cognition:<ul style="list-style-type: none">• Belief in an imaginary audience, that others are as preoccupied with one as oneself is (e.g., "everyone is looking at me")• Personal fable — belief in personal uniqueness (e.g., "no one understands me") and belief that self is invulnerable ("I won't get hurt")✓ Able to understand other points of view, but tends to be egocentric



Child and Adolescent Development Matrix

Age 12-15	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Room Setup/ Environment	<ul style="list-style-type: none">✓ Provide equipment that encourages physical activities✓ Make supplies easily accessible to students✓ Provide a variety of supplies and materials for students to use (technology, makerspaces, etc.)	<ul style="list-style-type: none">✓ Create a casual learning environment where students don't feel like they're "in school"✓ Greet each student by name to build relationship✓ Provide as many positive adult mentors as possible✓ Create an environment where "failure" is not a bad thing	<ul style="list-style-type: none">✓ Large assortment of books that are culturally diverse and diverse in content✓ Have access to personality quizzes, work personality assessments, etc.
Activities	<ul style="list-style-type: none">✓ Choose fun, developmentally appropriate physical activities✓ Different obstacle courses for different skill levels✓ Limit screen time✓ Physical fitness challenges✓ Sex education	<ul style="list-style-type: none">✓ Games/competition✓ Provide choice in types of activities✓ Be careful of correcting or singling out a student in front of peers, as it may embarrass them✓ Practice good decision-making✓ Encourage writing, especially journaling, to help identify feelings✓ Self-affirmation activities	<ul style="list-style-type: none">✓ Debates and time for discussions✓ Talk about summer jobs/internships✓ Use the design thinking process
Involving Families	<ul style="list-style-type: none">✓ Answer questions about bodily changes openly and honestly✓ Encourage group activities and discourage solo dating✓ Don't nag boys about food intake and seeming "laziness"	<ul style="list-style-type: none">✓ Be tolerant, understanding, and supportive✓ Accept child's feelings but try to help youth evaluate objectively✓ Avoid being defensive; a child whose opinion differs from yours isn't challenging your authority✓ Discusses ways to manage and handle stress✓ Find ways to spend time together	<ul style="list-style-type: none">✓ Set limits, but give opportunities for independence whenever possible✓ Provide consistent, loving discipline with limits, restrictions and rewards



Child and Adolescent Development Matrix

Age 12-15	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
When to Seek Advice	<ul style="list-style-type: none">✓ Remains physically immature or small for age by end of this developmental stage; isn't showing signs of puberty or secondary sex characteristics (wide range here; girls mature earlier)✓ Poor motor skills, coordination✓ Lack of peer group relationships and identification with peers✓ Can't think hypothetically; doesn't consider consequences of actions✓ Can't put oneself in place of another; doesn't consider how behavior affects others✓ Has difficulty solving problems; doesn't work through systematically and weigh solutions✓ Poor school performance✓ Doesn't reject or question parental standards and express self through clothes, hair and other lifestyle choices✓ Poor self-esteem✓ Emotional and behavioral problems (anxiety, depression, withdrawal, aggression, lack of impulse control, antisocial behavior)✓ Withdrawal from friends and from activities once enjoyed✓ Changes in eating or sleeping habits✓ Abuse of alcohol or drugs		



Child and Adolescent Development Matrix

Late Adolescence: 15-18 Years

Age 15-18	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Milestones	<ul style="list-style-type: none">✓ Girls nearly at their full height✓ Boys continue to grow✓ Facial hair begins to appear✓ Girls are very concerned with the way they look; many are dieting✓ By end of this stage, they have reached sexual maturity	<ul style="list-style-type: none">✓ Relationships with parents range from friendly to hostile✓ Usually has many friends and few confidants✓ Worries about failure✓ May appear moody, angry, lonely, impulsive, self-centered, confused and stubborn✓ Has conflicting feelings about dependence and independence✓ Girls may form identity and prepare for adulthood through establishing relationships and emotional bonds✓ Interest in forming romantic relationships part of separation task; implies separation from family✓ Cultural differences may cause conflict	<ul style="list-style-type: none">✓ May lack information or self-assurance about personal skills and abilities✓ Continuing formal operational thought with abstract, idealistic, logical, hypothetical-deductive reasoning, complex problem solving, and critical thinking✓ May enjoy debating and arguing✓ Has a strong sense of awareness✓ May be judgmental of adults or peers if they don't do what's "fair"✓ Seriously concerned about the future✓ Beginning to integrate knowledge leading to decisions about future
Room Setup/ Environment	<ul style="list-style-type: none">✓ Make supplies easily accessible to students✓ Provide a variety of supplies and materials for students to use (e.g., technology, makerspaces)	<ul style="list-style-type: none">✓ Create a casual learning environment where students don't feel like they're "in school"✓ Greet each student by name to build relationship✓ Provide as many positive adult mentors as possible✓ Create an environment where "failure" is not a bad thing	<ul style="list-style-type: none">✓ Culturally diverse images around room✓ Posters/images/materials that represent postsecondary education and career options (e.g., college, trades, workforce, military)



Child and Adolescent Development Matrix

Age 15-18	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
Activities	<ul style="list-style-type: none">✓ Tinkering/making activities✓ Outdoor activities (sports, hikes, etc.)	<ul style="list-style-type: none">✓ Provide student choice in types of activities they want✓ Be careful about correcting or singling out a student in front of peers, as it may embarrass them✓ Practice good decision-making✓ Encourage writing, especially journaling, to help identify feelings✓ Cultural days/activities✓ Self-affirmation activities	<ul style="list-style-type: none">✓ Talk about their future and what they're interested in✓ Discuss postsecondary education and career pathways (trades, workforce, college, military)✓ Use the design thinking process✓ Debates
Involving Families	<ul style="list-style-type: none">✓ Recognize and compliment physical maturity✓ Provide accurate information on consequences of sexual activity	<ul style="list-style-type: none">✓ Try not to pry, but be available to listen and discuss✓ Maintain positive relationships by being respectful and friendly✓ Accept feelings, don't overreact, and avoid disapproval✓ Recognize and accept current level of interest in opposite sex✓ Encourage experiences with a variety of people (e.g., older, younger, different cultures)	<ul style="list-style-type: none">✓ Encourage talking about and planning for future



Child and Adolescent Development Matrix

Age 15-18	Physical (Includes gross and fine motor skills)	Social and Emotional	Cognitive (Includes language and linguistics)
When to Seek Advice	<ul style="list-style-type: none">✓ Physically immature, small for age, not showing signs of puberty or secondary sex characteristics✓ Unable to form or maintain satisfactory relationships with peers✓ Unable to put self in place of another; doesn't consider how behavior affects others✓ Poor self-esteem/guilt✓ Overcompensates for negative self-esteem by being narcissistic and/or unrealistically self-complimentary; has grandiose expectations for self✓ Engages in self-defeating, testing, aggressive, antisocial or impulsive behavior✓ Lacks capacity to manage intense emotions; moods change frequently and inconsistently✓ Shows signs of emotional disturbances: depression, anxiety, post-traumatic stress disorder, attachment problems, conduct disorders		

Adapted from:

Florida Department of Children and Families, Office of Child Welfare. (2020). Child development stages matrix. In *children and families operating procedure (CFOP-1), Florida's Child Welfare Practice Model*, pp. A-2–A-8.